



Leeds City College

Higher Education

Assessment and Moderation Handbook

Owner: HEDO

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Endorsed by: HE Quality & Enhancement Committee and HE Academic Board

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1. ASSESSMENT

1.1 Introduction

1.1.1 Assessment measures achievement of the outcomes of learning in terms of knowledge skills and understanding. The purpose of assessment is to:

- determine if a potential student is ready to start a particular course of learning; (diagnostic assessment)
- provide guidance on how well students are progressing (formative assessment)
- determine eligibility for final grading of module or awards (summative assessment).

1.1.2 The design and implementation of robust assessment processes are fundamental if effective quality assurance processes and the ongoing maintenance of academic standards are to be achieved without undue variance. In order to facilitate this, the following procedures have been designed and implemented.

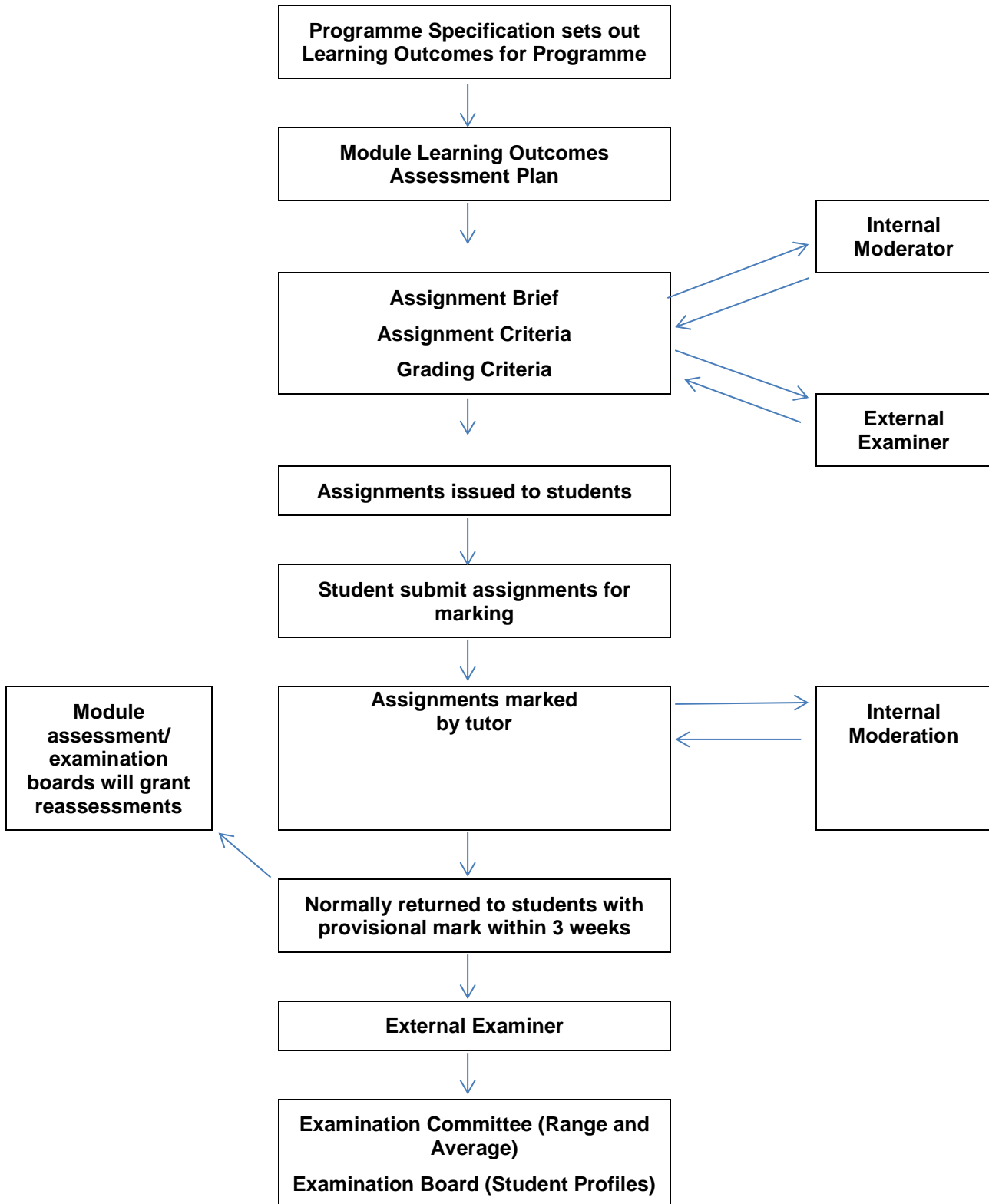
1.2 The Principles of Assessment

1.2.1 The principles, procedures and processes of assessment should be explicit, valid and reliable. The key principles that underpin the HE assessment policy are:

- **Validity** - Validity ensures assessment measures what it claims to measure.
- **Reliability/Consistency** – Reliability refers to the accuracy with which an assessment measures the skill or attainment it is designed to measure. A reliable assessment consistently gives the same results under similar conditions.
- **Fairness and inclusivity** - A fair assessment, in addition to being valid and reliable, provides equity of opportunity for learners in line with Equality legislation.
- **Transparency** - A transparent assessment policy and guidelines will ensure clarity and understanding by all relevant stakeholders.
- **Quality** - Quality is a key principle in ensuring the credibility and status of awards. Quality will be assured through adherence to the regulations and requirements of awarding and professional bodies and the College policy and guidelines, national award standards, programme approval and validation and monitoring and evaluation.

(taken from the LCC HE Assessment Policy)

1.3 Assessment Procedures



1.4 Writing of Assessments

1.4.1 For each module of study you are encouraged to include two assessment tasks which can be allocated different assessment dates. This spreads the burden of assessment for the students and

provides you with an early opportunity to provide feedback to students. You must ensure that all the learning outcomes for the module are assessed, but they only need to be assessed once.

- 1.4.2 You are provided with a set of generic grading criteria which you are required to contextualise in relation to the module. This should provide the students with a clear picture as to how they need to proceed with a piece of work in order to achieve their target grades.
- 1.4.3 For each module a module handbook is produced, containing contact details of the tutors, the module specification, a scheme of work, details of the assessment requirements and the grading criteria using the standard template (Appendix 1)
- 1.4.4 Assessment activities need to be reviewed each year. Teams should discuss and review both the nature and timing of the assessments and put forward an assessment schedule and any required modifications to the Annual Planning Event. Consideration will be taken in respect of the spread and nature of assessments, ensuring that students aren't overburdened or disadvantaged in any way. Here it is key that the Principles of Assessment are considered.
N.B. Assessment tasks should, wherever possible, be re-written each year in order to remain contemporary and reduce the potential for academic malpractice.
- 1.4.5 All assessment should be designed and planned to ensure that it is integral to the student learning experience and teams should ensure that:
- The module specification is aligned to the principles of assessment and is used appropriately in linking the student learning outcomes with assessment criteria for the module/award;
 - The number of assessments and relevant weightings are consistent and comparable across elements contributing to a module/award;
 - Assessment tasks are relevant to the module and award, promote deep learning and stimulate student interest and motivation;
 - A variety of assessment methods are included, as appropriate to the award and level, to increase motivation and ensure that equality and diversity issues are addressed;
 - Learners are made aware at the start of their course of the number and frequency of assessments, with planned dates;
 - Assessment briefs are prepared according to the given rubric and are consistent with awarding body standards;
 - Moderation of assessment briefs (both internal and external *) takes place prior to publication to the students;
 - Examination requirements conform to the rubric for setting examination papers and the conduct of examinations;
 - All partners providing work place learning and placement opportunities are fully aware of their related and specific responsibilities, that the learning opportunities are appropriate and that appropriate and timely information is available;
 - Appropriate guidance is available for the organisation of group assessments;
 - Adaptation to meet the needs of students with disabilities is facilitated, where appropriate.

*In the event that an EE hasn't been appointed for the start of the year, second moderation must be carried out by an Internal Moderator from another programme area.

1.5 Conduct of assessment

- 1.5.1 All assessment will be conducted with rigour and fairness and due regard for security. Assessment will be conducted through:
- Providing clear information relating to APL procedures, and implementing these effectively;
 - Ensuring that the scheduling and amount of assessment is consistent across the College;

- Ensuring that processes for the development, implementation and review of programmes are implemented so that assessment for a programme/award provides effective and appropriate measurement of the achievement of students of the intended learning outcomes and that they effectively support learning;
- Providing assessments that allow learners to achieve at an appropriate level and provide opportunities for the more able learners to stretch themselves;
- Designing assignment briefs and other assessment materials that clearly identify learning outcomes to be achieved and the criteria that will be used to measure achievement;
- Providing written assignment briefs for projects and assessments that are fully discussed with the learner group before assessment takes place;
- Providing module handbooks which contain all the relevant information pertaining to the assessment and grading of the individual modules; (Appendix 1)
- Providing students with appropriate and timely information relating to their work place and placement learning;
- Ensuring appropriate support and guidance will be made available to students engaged in work place learning;
- Providing information and guidance about plagiarism and other related regulatory requirements

1.6 Submission of assessment

1.6.1 The course and module handbooks will contain details relating to:

- Arrangements for the distribution, submission and collection of assessed work including confirmation of the authenticity of students work;
- Clear guidelines regarding draft submissions (Appendix 2)
- Late submission arrangements and regulations;
- The process and procedures for claiming extenuating circumstances.

1.7 Marking and Grading

1.7.1 The College requires that for all modules/awards;

- There are clear criteria for the marking and grading of assessments which are made known to the student;
- Robust mechanisms are in place for marking and for the moderation of marks;
- There are clear criteria for the aggregation of marks and grades in line with the requirements of the relevant assessment regulations;
- Assessment regulations are implemented fairly and consistently in relation to reassessment, progression, final awards and classifications;
- All marks/grades are formally recorded prior to being released to the learner;
- Summative marks/grades/competences are only confirmed to the learner after the full internal and external moderation and assessment board processes have taken place;
- Information is provided to students to explain how assessments are marked;

1.7.2 The process for appeal against assessment decisions lies with the awarding body as outlined in the appropriate regulations. Students will be made aware of this in the Course Handbook.

1.8 Feedback to Students on Performance

1.8.1 Appropriate and timely feedback is provided to students on all assessed work in a way that promotes learning and facilitates improvement.

1.8.2 There are two stages to the feedback process:

- As soon as possible students should be provided with verbal general feedback related to aspects noted by the assessor. This is usually provided in the next taught session and is made in general terms and not directed at individual students.
- Written feedback should be provided to students using the Assessment Feedback form (Appendix 5) or through Turnitin.

1.8.3 Work should normally be returned to students within a 3 week period – following internal moderation.

1.8.4 When providing feedback to students it is important to note the following:

- Comments on the positive aspects of the work produced should be included;
- Annotations within the text should also be included as these provide context to the feedback. These are particularly useful to students and they have fed back that they like to see these;
- Ensure that the language used is reflective of the grade being awarded (a student could become very confused if all comments relate to excellent work, but they then receive a grade of 45%);
- Be specific about the areas for improvement. This should include aspects that they may have missed out in addition to feedback that will help them to achieve higher grades in future.
- Ensure that even students achieving the highest grades are clear about what they could do to improve further in future pieces.

1.9 Recording documentation and publication of assessment results

1.9.1 The college requires that all assessment decisions are recorded and documented accurately and systematically. The decisions of relevant examination boards and committees will be published within 10 days.

1.9.2 Awarding body documentation will be completed in a timely fashion (normally within 5 working days of assessment board decisions) and forwarded to awarding bodies as appropriate.

1.10 Monitoring and review of assessment

1.10.1 All assessment strategies and their implementation will be reviewed annually through an Annual Planning process. The College policy is that all approved awards contain the full range of assessment for the award and specify how the marks obtained shall be used to calculate an overall aggregate (expressed as a percentage) to be used in assessing the award of the qualification or decisions on progression.

1.10.2 The range of assessment methods should be appropriate to the subject area. All assessment is intended to demonstrate that the learning outcomes for a module on an award have been achieved and should be applied with rigour, reasonable steps having been taken to ensure that the work assessed is that of the candidate.

1.10.3 The College takes responsibility for securing, monitoring, administering and reviewing work based learning on a regular basis to assure effectiveness, comparability and consistency.

1.11 Regulatory requirements of awarding and professional bodies

1.11.1 The College requires that all staff are aware of and operate under the specific regulatory requirements of its awarding bodies and, where appropriate, professional bodies

1.12 Staff Training & Development

1.12.1 The College adopts a clear policy with regards to the approval of new teaching staff, which includes approval through both HEDO and the awarding body.

- 1.12.2 Prior to commencement of teaching all staff who are new to teaching HE at LCC are required to attend a staff training session, to introduce them to the way HE is managed at LCC, the assessment regulations, quality assurance mechanisms and assessment processes.
- 1.12.3 Staff are also allocated a mentor to support them through their first year, who will also carry out an initial teaching observation within the first 4 weeks of teaching.
- 1.12.4 Ongoing training will also be provided in relation to the full range of regulatory requirements.

2. INTERNAL MODERATION

2.1 Introduction

2.1.2 The Internal Moderation process is a critical element in monitoring student progress and confirming that highly effective assessment and administrative procedures are in place to ensure that students achieve their goal.

2.1.3 The College requires all HE programmes to follow a robust quality assurance system to regularly review and evaluate assessment practices and decisions so that students are not intentionally discriminated against.

2.1.4 It is important to recognise that the process of Internal Moderation is a collaborative activity that demonstrates a transparency and commitment to **continuous quality improvement** to all stakeholders including the students, the external examiners, the awarding bodies and the team of tutors and moderators for the programme.

2.1.5 The moderation process is carried out at all course levels and covers all types of summative assessment activity, including presentations, practical assessments, interviews, debates etc.

2.1.6 Internal Moderators should note any action that needs to be taken prior to release to students and should then monitor to ensure completion of these.

2.2 Moderation of Assignment Briefs

2.2.1 Course teams are required to review assessments each year through the Annual Planning process and design new assessment tasks. Following this process they are required to:

- Internally moderate the assignment brief (Appendix 3)
- Send the assignment briefs to the External Examiner for approval (Appendix 3)

2.3 Moderation of Student Work - Sampling Plan

2.3.1 For each programme a sampling plan should be produced each year to ensure that the following coverage will be achieved:

- All assessment components
- All students
- All tutors
- All work awarded a fail
- All work graded at 70% or above
- All borderline pass work (3% below or 3% above 40%)
- A sample from each of the grading bands (approx. 10%)

2.3.2 Other factors that may increase sampling activity could include:

- The introduction of new modules
- The experience of, and number of, tutors
- Whether or not the assessment technique is new or familiar to the tutors
- The inclusion of PSRB requirements
- Concerns raised previously by External Examiners

2.3.3 Internal moderators complete Internal Moderation form (Appendix 4) detailing the grade they would award for the piece of work. Where there are discrepancies in the grades awarded between the tutor and the internal moderator a discussion will take place and a grade agreed. This grade is then recorded on the assignment feedback sheet. In the instance of the tutor and moderator being unable to agree the grade then a 2nd moderator must be used. In the instance of the difference in grades awarded by the tutor and moderator crossing grade boundaries then the whole cohort of student work must be remarked.

2.3.4 Please note – where a grade is changed following a discussion between the tutor and the internal moderator only the agreed grade should be shown on the student feedback sheet.

2.4 Concealed Double Marking

2.4.1 The following should be concealed double marked:

- All dissertations or equivalent projects involving 40 credits or more
- Work submitted for re-assessment (where the first marker has awarded a fail)

2.4.2 Following double marking, the first and double markers meet and compare their judgements on the grade awarded and the feedback to be given. If there are no significant differences then they will agree the grade and content of the feedback to be given to the student. The module-tutor (first marker) will then make any necessary alterations to the feedback and the student will only receive one set of feedback which is signed by the module tutor.

3. EXTERNAL MODERATION

3.1 Introduction

3.1.1 In common with awarding institutions and partner HEIs, the College recognises in every instance the functions of the External Examining process as defined by the QAA. External Examining processes assist the College in ensuring that:

- Threshold academic standards of each award and its component parts is set and maintained at the appropriate level;
- Standards of student performance are properly judged against the appropriate level
- Academic standards and the quality of the student experience are properly judged against relevant external reference points such as the components of the UK Quality Code for Higher Education including the framework for higher education qualifications, and/or the requirements of professional, statutory and regulatory bodies (PSRB);
- Assessment process measures student achievement appropriately against the intended outcomes of the programme, and is rigorous, fairly operated and in line with the awarding college's regulations and policies;
- The College is able to compare the standards of programmes it delivers with those of other higher education or similar institutions, though their content may vary;
- Good practice is captured and disseminated

3.1.2 All awards will have at least one external examiner appointed to it in line with the regulations outlined in the Assessment & Moderation Policy or those of the awarding body, where appropriate. The roles and responsibilities of external examiners are outlined in the External Examiner Handbook (Appendix 6) and will be fully implemented by the College.

3.1.3 All awards will respond proactively to external examiners and their reports and any issues will be identified through annual monitoring and review.

3.2 Appointment of External Examiners

3.2.1 University Validated Provision

The processes for appointment, determination of the period of tenure, roles, responsibilities and reporting mechanisms are defined and regulated by the relevant awarding institution and/ or partner HEI. Programme teams within the College should in every instance refer to the awarding institution/ partner HEI's regulations or policies appertaining to external examiners for further information.

3.2.2 Leeds City College Validated Provision

3.2.2.1 The appointment, period of tenure and External Examiner's role is defined and regulated by Leeds City College in accordance with QAA requirements. Nominations for the appointment of External Examiners reports must be forwarded to the HE Registrar Co-ordinator using the External Examiner Nomination Form (Appendix 6)

3.2.2.2 The nomination for the appointment of an External Examiner will be considered and approved by the Dean of Higher Education. This 'approvals process' includes consideration of appropriate documentation/ evidence in support of the nomination. All decisions must be based upon principles of integrity and objectivity and judged against the College's criteria for the approval of External Examiners

3.2.2.3 Any nomination for an External Examiner appointment must be able to satisfy the following criteria:

- Academic and where appropriate other professional expertise, experience and qualifications appropriate to the award being examined, with both level and the subject(s) of those qualifications generally matching those to be examined;
- The ability to command 'respect' which may be demonstrated through academic expertise and/or professional achievement;

- Expertise and experience in assessment at the appropriate level. If the nominee has no previous external examining experience, s/he will be expected to have extensive internal examining or other relevant experience;
- Is 'Impartial' which may be demonstrated through no prior involvement with the College during the last four years;
- Employed at a different institution from the outgoing external examiner;
- Able to satisfy any requirements laid down by relevant professional, statutory or regulatory bodies where appropriate;
- Holding no more than two external examiners appointments for taught programmes at the same time.

3.2.2.4 Externals with limited experience will be provided with mentoring support by one of the College's experienced External Examiners.

3.2.2.5 Where an External Examiner fails to attend a board of examiners without the prior approval of the HE Academic Registrar, provides false information, fails to produce written reports or fails to act in accordance with the roles and responsibilities outlined below or in accordance with the QAA Quality Code, the College reserves the right, with four weeks notification, to withhold payment of fees or terminate the appointment.

3.3 Communication with External Examiners

3.3.1 Following approval External Examiners appointed for Leeds City College programmes will receive confirmation of their appointment from the HE Registrar along with a welcome pack containing the following information:

- A copy of a contract letter confirming the award(s) to be examined, the length of tenure and the annual fee to be paid. The External Examiner is required to sign and return this copy of the contract letter to signify acceptance of the post. If a signed copy is not received, it will be assumed that the External Examiner does not wish to accept the post and arrangements will be made to find an alternative External Examiner;
- Documentation which is required to be completed for HR and payroll purposes (which needs to be returned together with the signed copy of the contract letter).
- Welcome letter providing relevant contact information;
- The External Examiner Handbook;
- A copy of any external PSRB requirements (if applicable);
- Dates for forthcoming examination and assessment boards;
- An invitation to engage with the Leeds City College External Examiner training, including access to the External Examiner Google page, where copies of the Leeds City College Academic Regulations and all documentation associated with the role can be found.

3.3.2 The Programme Manager will then provide the External Examiner with the following:

- A copy of the Programme Student Handbook;
- Copies of the Programme and Module Specifications;
- Copies of the current module assessments;
- A copy of the previous External Examiner's Report (if applicable);
- A copy of the programme assessment schedule for the year.

3.3.3 In addition to this the Programme Manager will also confirm the External Examiner's availability for Boards and enter into discussions regarding the sampling of student work.

3.4 External Examiners and Assessment Procedures

3.4.1 For University provision, the External Examiner's role in relation to assessment is defined by the awarding institution and/ or partner HEI.

3.4.2 For Leeds City College's provision, External Examiners and College staff must comply with the expected roles and responsibilities as outlined in the External Examiners Handbook.

3.4.3 In every instance it is the right of the External Examiner to see and approve the form and content of all summative assessments tasks/ briefs in accordance with programme regulations and before assessment tasks/briefs are published to the student. Prepared examination papers must in every instance be seen and approved by an External Examiner before release to any student.

3.4.4 External examiners must be invited to, and are expected to, attend, where practical, all relevant Examination Boards and must be given sufficient notice of the dates of boards.

3.5 External Examiner Reports

3.5.1 For University awards, all External Examiner reports (Appendix 7) must be submitted to the relevant University, in accordance with their regulatory procedures.

3.5.2 For Leeds City College awards, all External Examiner reports must be submitted to the HE Registrar. If in any instance the External Examiner's report is sent directly to the programme team, this must be forwarded to the HE Registrar without delay.

3.5.3 All External Examiner's reports will then be scrutinised by the HE Registrar and Dean of Higher Education prior to being forwarded to the relevant Programme Manager for their response.

3.5.4 The HE Registrar will carry out an institutional analysis of all reports and associated actions which will be reported on via the College's Annual Review report. Institutional governance of themes and trends arising from External Examiners' reports will be reported and considered at the College's HE Committee and reported to the Principal and Chief Executive via the HE Academic Board.

3.5.5 The College's External Examiner's analysis will be used as a primary source through which a schedule of audit and reviews will be determined for the forthcoming year.

3.6 External Examiner Reports and Quality Enhancement

3.6.1 External Examiners' reports will be circulated to the Programme Manager who will then ensure that it is fully discussed at programme team meetings which will normally be before the start of the next academic year to facilitate full consideration in planning.

3.6.2 External Examiners' reports will be published on the VLE and student groups will be made aware of how to access these through induction activities and via their Programme Handbook. In addition to this the reports will be discussed, and updates provided, at Award Committee meetings in November.

3.6.3 The name and institution of External Examiners will be detailed in Programme and Module Handbooks.

3.6.4 Programme Managers must respond to all External Examiner's using the template provided (Appendix 8) within 20 working days of receipt of the report. Responses must then be forwarded to the HE Registrar who will then forward to the External Examiner.

3.6.5 External Examiners' reports must also be discussed with PSRBs in instances where External Examiners' comments/reports may be requested or are relevant.

3.6.6 External Examiners reports must in every instance be used to share good practice with other programme teams or departments. This may occur through several routes but is likely to occur through the dissemination of good practice via Programme Manager's and HE Quality & Enhancement Committee meetings.

Appendix 1



Leeds City College
Higher Education Module Handbook

Insert Course Title

Insert Module Title

Insert Module Leader

20..-20..



Introduction

(Note: Please ensure that you give a real flavour of the module and its content, including the links to workplace practice and any relationship/links to other modules)

The purpose of this module is to ensure students gain the necessary knowledge and skills in the area of

Delivery

(Note: Please provide information on the delivery methodologies to be adopted for this module and detail the guided learning hours)

Students are expected to attend all teaching sessions and to submit work on time. It is expected that students should allocate approximately 200 study hours per module (for a 20 credit module). This will include lectures and tutorials, VLE based activities, research and assessment preparation and submission.

If for some reason you are unable to attend then you must inform your module tutor. In cases of illness you should also provide a doctor's note.

You are expected to meet submission deadlines detailed in this handbook. For information on the penalties for late/non submission please see the Academic Regulations which can be found on the VLE.

Tutors

(Note: Please provide tutor profiles, including their research interests and contact details)

Module Specification

(Note: please insert the approved Module Specification – this will need regular updates to the sections relating to assessment and indicative sources)

Scheme of Work

Please use the following template – additional rows can be inserted to indicate holiday weeks. Please also detail the reading you would like students to undertake prior to attendance at lectures/taught sessions.

Week no.	W/C Date	Topic	Advance Reading	Assessment Deadlines	Draft Deadlines
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
15					



HIGHER EDUCATION ASSESSMENT FRONT SHEET

COURSE TITLE	
MODULE TITLE	
TITLE OF ASSIGNMENT	
DEADLINE DATE FOR SUBMISSION BY STUDENTS	
SUBMISSION LOCATION	
ASSESSOR(S)	
NOTES FOR STUDENTS	
LEARNING OUTCOMES ASSESSED	

Assessment Brief

(Note: Please provide full details of the tasks/assessments that the students are required to complete)

Assessment Criteria

(Note: Each module handbook should detail the generic grading criteria for the level and a set of grading criteria that you have contextualised for the specific module – please delete the columns that are not required)

Level 4 (Generic)	Level 5 (Generic)	Level 6 (Generic)	Contextualised
<p>90%-100%</p> <p>Exceptional work with presentation of a very high standard. There is coherence of ideas and demonstration of a thorough knowledge and understanding. Arguments are supported by wide reading with very effective use of source material and accurate referencing.</p>	<p>90%-100%</p> <p>Exceptional work with presentation of the highest standard. The work contains coherent arguments and ideas. There is a detailed understanding of subject matter and critical analysis of issues/problems. Points are made clearly and concisely, always substantiated by appropriate use of source material. There is evidence of a sound ability to critically interrelate theories with examples from practice where appropriate.</p>	<p>90%-100%</p> <p>Exceptional work. Presentation is logical, error-free and, where appropriate, creative. There is an in-depth understanding of issues/problems and excellent critical/deep engagement with the material and concepts involved. Very skilful interpretation of data. Arguments, ideas and, where appropriate, solutions are presented coherently and fully underpinned by thorough research and reading.</p>	<p>90%-100%</p>
<p>80%-89%</p> <p>Outstanding work with presentation of a very high standard. There is coherence of ideas and demonstration of a thorough knowledge and understanding. Arguments are supported by wide reading with effective use of source material and accurate referencing.</p>	<p>80%-89%</p> <p>Outstanding work with presentation of a very high standard. There is comprehensive understanding of key concepts and knowledge and evidence of critical analysis and insight. Accurate interpretation of data with arguments, ideas and solutions presented effectively and based on strong research and reading.</p>	<p>80%-89%</p> <p>Outstanding work with presentation of a very high standard. There is comprehensive understanding of key concepts and knowledge and clear evidence of critical analysis and insight. Accurate interpretation of data with arguments, ideas and solutions presented effectively and based on strong research and reading.</p>	<p>80%-89%</p>
<p>70%-79%</p> <p>Extremely good work with presentation of a high standard. There is coherence of ideas and demonstration of thorough knowledge and understanding. Arguments are supported by wide reading with appropriate use of source material and accurate referencing.</p>	<p>70%-79%</p> <p>Extremely good work with presentation of a high standard. Evidence of strong knowledge and understanding together with some critical analysis and insight. Source material is used effectively to support arguments, ideas and solutions.</p>	<p>70%-79%</p> <p>Extremely good work with presentation of a high standard. Demonstrates an excellent knowledge base with a clear understanding of the issues and application to practice where appropriate. There is some effective critical and analytical application of relevant research and reading.</p>	<p>70%-79%</p>
<p>60%-69%</p> <p>The work is well presented and coherently structured. There is evidence of a sound knowledge and understanding of the issues with theory linked to practice where appropriate. Most material used has been referenced/acknowledged.</p>	<p>60%-69%</p> <p>Very good presentation. Sound knowledge and understanding with an emerging ability to critically engage with and apply the concepts involved linking them to practice where appropriate. Good use of source material which supports most points clearly.</p>	<p>60%-69%</p> <p>The work is very good, logically structured and presented to a high standard. Demonstrates a strong knowledge base with a clear understanding of the issues and application to practice where appropriate. There is some critical and analytical application of relevant research.</p>	<p>60%-69%</p>

	Content is wholly relevant and is coherently structured.		
50%-59% Presentation is acceptable but with some errors. There is knowledge and understanding of issues under discussion and some evidence of the application of knowledge and ideas where appropriate. Some use of relevant source material.	50%-59% Presentation is of a good standard but some shortcomings. Evidence of a sound knowledge base but limited critical and practical application of concepts and ideas. Content is largely relevant although points may not always be clear and structure may lack coherence. Contains some critical reflection and some use of source material to illustrate points.	50%-59% The work is clearly presented and logically structured. It shows evidence of a sound understanding of the topic and addresses major issues. The work contains some discussion and interpretation of relevant perspectives although further development of the arguments presented would be beneficial. There are examples of critical reflection and evidence of application of theory to practice.	50%-59%
40%-49% Presentation is acceptable but attention is needed to the structure. There is limited though sufficient evidence of knowledge and understanding through the identification and use of key concepts and principles relevant to the topic area. Some use of relevant source material.	40%-49% Presentation is acceptable but attention to structure and style is required. The content is relevant but largely descriptive. There is evidence of a reasonable level of knowledge and understanding but there is limited use of source material to support the arguments, proposals or solutions. Some links are made to practice where appropriate.	40%-49% Adequate presentation. The work is descriptive and/or lacks critical analysis where required but is relevant with limited though sufficient evidence of knowledge and understanding. There is some evidence of reading although arguments/ proposals/solutions often lack coherence and may be unsubstantiated by relevant source material or partially flawed. Links to practice are made where appropriate.	40%-49%
30%-39% – Fail The work is poorly structured and presented. Demonstrates inadequate and flawed knowledge and understanding of key concepts and principles relevant to the topic area. Some material is irrelevant. Insufficient use of supporting material.	30%-39% – Fail The work is poorly structured and presented. Some material may be irrelevant. Content is based largely on taught elements with very little evidence of reading around the topic and little or no reference to practice where appropriate.	30%-39% – Fail Poorly structured, incoherent and wholly descriptive work. Evidence of a weak knowledge base with some key aspects not addressed and use of irrelevant material. Flawed use of techniques. Limited evidence of appropriate reading and no evidence of critical thought. Little reference to practice where appropriate.	30%-39% – Fail
20-29% – Fail The work is very poorly structured and presented. It demonstrates seriously inadequate and flawed knowledge and understanding of key concepts and principles relevant to the topic area. Much material is irrelevant. Very little use of supporting material. To obtain a mark of 20% the work must show evidence of a genuine attempt to engage with the	20-29% – Fail The work is very poorly structured and presented. Much material is irrelevant. Content is based almost entirely on taught elements with very little evidence of any purposeful reading around the topic. No effective reference to practice where appropriate. To obtain a mark of 20% the work must show evidence of a genuine attempt to engage with the	20-29% – Fail Very poorly structured, incoherent and wholly descriptive work. Evidence of a very weak knowledge base with many key omissions and much material irrelevant. Use of inappropriate or incorrect techniques. Very little evidence of appropriate reading and no evidence of critical thought. No links to practice where appropriate. To obtain a mark of 20% the work must show evidence	20-29% – Fail

assessment requirements and with the subject matter.	assessment requirements and with the subject matter.	of a genuine attempt to engage with the assessment requirements and with the subject matter.	
<p>0-19 % - Fail</p> <p>The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant. No real use of supporting material. Not a genuine attempt to engage with the assessment requirements and/or subject matter.</p>	<p>0-19 % - Fail</p> <p>The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant. No effective use of supporting material. No reference to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.</p>	<p>0-19 % - Fail</p> <p>The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant, incorrect or omitted. No evidence of critical thought. No effective use of supporting material. No links to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.</p>	<p>0-19 % - Fail</p>

**LEEDS CITY COLLEGE
HIGHER EDUCATION SCHEME**

Draft Submissions Guidelines for Tutors

The following guidelines have been drafted to promote consistency across the Higher Education provision within Leeds City College.

When?

The latest date for draft submissions will be 2 weeks prior to the hand-in date for the assessment.

How much?

The draft submission should be no longer than 25% of the maximum words for the assessment component. Eg for a 2000 word report a draft of up to 500 words could be submitted

How Many?

One draft per assessment component.

What form?

Draft submissions can consist of:

- Assessment plans – to give comments regarding whether on the right lines?
- Extracts – for comments on style
- Referencing –to check that the referencing style is correct.
- Reference materials – to see if the reading is wide enough for the assessment
- Data tables

This list is not exhaustive as the draft can take any form which is appropriate for the assessment.

Drafts can be submitted electronically or as paper copies.

Feedback

This should be general, for example, it should tell the students to check their spelling but it should not correct it for them.

Suggestions for improvement can be made but no indication of grade or mark should be given.

The feedback can be either written or verbal, although where possible it should be written. If the feedback is written then the student should attach it to their final submission. This will not affect the student mark in anyway but it is useful to see if the student has taken on board feedback from the draft.

All draft submissions should be recorded.

Feedback should be given within a week.



Course Title:

Module Title:

Level:

Semester:

Date sent:

Date moderated:

Section	Complete	IM Comments and Actions required
Introductory Information		
Introduction		
Delivery		
Tutors		
Module Specification (ensure this is the correct one)		
Scheme of work		
15 weeks of input (minus any weeks required for practical assessments)		
Advance reading identified		
Assessment deadlines match assessment schedule agreed at Annual Planning		
Draft deadlines identified		
Assessment Front Sheet		
Assessment dates match		
All sections completed fully		
Assessment Brief		
Provides an appropriate level of guidance on the assessment task		
Assessment Criteria		
Relevant level included		
Assessment criteria contextualised appropriately		

Approved without amendment (tick if yes) []

Modifications required (tick if yes) []

Signed Moderator:

Date:

Actions Taken: IM Comments

Action Complete

Signed Moderator:

Date:

LEEDS CITY COLLEGE Higher Education

External Moderation of Assessment Brief

Course Title:

Module Title:

Level:

Semester:

Date sent:

Date moderated:

Date submitted:

Date moderated:

Approved without amendment? (tick if yes) []

Modifications required:

Not necessary to return amended paper to External Examiner []

Amended paper to be resubmitted to External Examiner []

External Examiner Comments:

Actions Taken

External Examiner:

Date:

Module Leader:

Date:



Higher Education Internal Moderation

Course Title.....

Module..... Ass no.....Weighting.....

Tutor..... Moderator.....

Date Assessed.....Date Moderated.....

Student Number	Tutor Mark % and actual mark	Moderator Mark % and actual mark	Agreed Mark % & actual mark

Moderator's Comments

Action Taken

HIGHER EDUCATION SCHEME

ASSESSMENT FEEDBACK

Section A (to be completed by student)

STUDENT NUMBER	COURSE TITLE
MODULE	ASS NO
TUTOR'S NAME	Level.....
SUBMISSION DATE DD.MM.YYYY	DATE SUBMITTED DD.MM.YYYY

MARK AWARDED

ASSIGNMENT FEEDBACK

Continued overleaf

TURNITIN REPORT ATTACHED

I CERTIFY THAT THIS IS MY OWN WORK. THE WORK HAS NOT, IN WHOLE OR PART, BEEN PRESENTED ELSEWHERE FOR ASSESSMENT. WHERE MATERIAL HAS BEEN USED FROM OTHER SOURCES IT HAS BEEN PROPERLY ACKNOWLEDGED. IF THIS STATEMENT IS UNTRUE I ACKNOWLEDGE THAT I WILL HAVE COMMITTED AN ASSESSMENT OFFENCE.

I ALSO CERTIFY THAT I HAVE TAKEN A COPY OF THIS ASSIGNMENT, WHICH I WILL RETAIN UNTIL AFTER THE PROGRESSION AND ASSESSMENT BOARD HAS PUBLISHED RESULTS, AND WHICH I WILL MAKE AVAILABLE ON REQUEST.

SIGNED _____ DATE _____

SIGNED TUTOR _____ DATE _____

Continued from previous page

External Examiner Nomination Form

APPLICATION FOR APPROVAL OF AN EXTERNAL EXAMINER FOR A TAUGHT PROGRAMME OF STUDY

This form must be used to propose a new examiner appointment when a programme is approved for delivery or when an existing external examiner is reaching the end of their tenure or resigns. The form should be word-processed and **all sections** completed. Please write *N/A* or *None* where appropriate.

IMPORTANT: An up to date curriculum vitae (detailing qualifications, work history, teaching experience and previous and current External Examiner positions) MUST be supplied with this proposal. The form MUST be signed and dated in Section 2 part 23 before being submitted to the Higher Education Registrar Co-ordinator.

Section 1 – Programme Details

1.	Curriculum Area		
2.	Name of Course (s)		
3.	Current/Proposed Student Numbers		
4.	Modules		
	Course Title	Module Title	Level
5.	Period of Tenure (normally 4 years)	From:	
		To:	

Proposed Examiner Details

6.	Title and Full Name		
7.	Current Position and Place of Work		
8.	Address for Correspondence		
9.	Telephone Number (s)		
10.	Email Address		

Examiner to be Replaced

11.	Name		
12.	Dates of Tenure	From:	

		To:
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Mentor Details

13.	Name of Mentor (if required)	
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Section 2

14.	Statement in Support of the Nomination
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15.	Department Recommendation
	<p>I confirm that the above person meets the Leeds City College Higher Education External Examiner requirements i.e. they must satisfy the following:</p> <ul style="list-style-type: none"> • Academic and where appropriate other professional expertise, experience and qualifications appropriate to the award being examined, with both level and the subject(s) of those qualifications generally matching those to be examined; • The ability to command ‘respect’ which may be demonstrated through academic expertise and/or professional achievement; • Expertise and experience in assessment at the appropriate level. If the nominee has no previous external examining experience, s/he will be expected to have extensive internal examining or other relevant experience; • Is ‘Impartial’ which may be demonstrated through no prior involvement with the College during the last four years; • Employed at a different institution from the outgoing external examiner; • Able to satisfy any requirements laid down by relevant professional, statutory or regulatory bodies where appropriate; • Holding no more than two external examiners appointments for taught programmes at the same time. <p>I wish to nominate the above person as an external examiner in my Department</p> <p>Signed Course Manager: Date:</p>



External Examiner's Report

Year:

Name of External Examiner	
Name of Course(s)	
Name of LCC Course Manager	
Date of Board Examiners	
Date of Report	

Introduction

External Examiners are required by the terms of their appointment to submit an annual report. The report will be considered in depth during course/ provision annual monitoring and review activity. A record of the departments' responses to examiners' reports also forms part of the documentation for this activity.

Your report will be widely circulated. Please do not refer to anyone by name or in a way that allows identification of an individual.

This form consists of two sections, the **Summary** and the **Main Report**, both of which you are required to complete. Please note that no fees can be paid until the College receives your full report for the year. **This report must be submitted within 28 days of the relevant Board of Examiners.** The **Summary Report** enables us to gain an immediate overview of External Examiners' reports and to identify any matters of concern. The **Main Report** is primarily used during course/ provision annual monitoring and review activity as described above. It is also used in compiling the College's annual report on external examining.

For your convenience this form can be obtained from the External Examiners' Google page which can be found at : <https://sites.google.com/a/innov8lcc.co.uk/highered/>

or supplied via e-mail by contacting the HE Registrar Co-ordinator either by telephone on (0113) 2162431 or by e-mail to heregistrar@leedscitycollege.ac.uk

PLEASE SUBMIT YOUR REPORT AS AN ATTACHMENT TO AN E-MAIL to
[**heregistrar@leedscitycollege.ac.uk**](mailto:heregistrar@leedscitycollege.ac.uk)

External Examiner’s report summary

Please indicate in the relevant boxes below whether you agree with the statements about the standards of Leeds City College’s awards, the standards of student performance and the conduct of the College’s assessment processes.

Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report.

Standards set		
	Yes	No
“In my view, the standards set for the awards are appropriate.”		
<i>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>		

Student performance			
	Yes	No	N/A *
“In my view, the standards of student performance are comparable with similar course(s) or subjects in other UK institutions with which I am familiar.”			
I have reviewed a sample of student work from the collaborative / franchise institution and in my view the standards of student performance are comparable with students studying the award(s) at Leeds Met			
<i>* Not applicable – if you are a practitioner and are not in a position to assess national standards please indicate here.</i>			
<i>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>			
Conduct of processes			
	Yes	No	
“In my view, the processes for assessment, examination and the determination of awards are sound and fairly conducted.”			

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

Areas for commendation

Any particular strengths or distinctive or innovative features in relation to standards and assessment processes

Main report

In this section you are asked to describe more fully how the College has or has not maintained academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner.

Please write a report (in addition to completing the Summary) in sections under all the following areas.

(a) The operation and conduct of the Board of Examiners (and any Mitigation Panel or Examination Committee meeting you may also have attended).

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

(f) The curriculum, teaching or resourcing of the programme(s) of study as indicated by the performance of the students in the assessment.

(g) Comments on the use of the VLE within the course(s) (if applicable)..

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes.

(i) Areas of good practice you have identified – please expand on the key areas for commendation listed in the summary.

(j) The College welcomes external examiners' comments on its developing academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

External Examiners' Report Checklist**Please comment for all boxes**

Course Materials				
Did you receive?		Yes	No	N/A
a.	Course Handbook(s)?			
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate?			
c.	Module specifications (these may be in the Course Handbook)?			
d.	Assessment briefs/marketing criteria?			

Draft examination papers				
		Yes	No	N/A
a.	(i) Did you receive all the draft papers?			
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the questions appropriate?			
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?			

Draft assessment activities				
		Yes	No	N/A
a.	(i) Did you receive all the draft assessment activities?			
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the assessment activities appropriate?			
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?			

Student Work				
		Yes	No	N/A
a.	Were you offered the opportunity to select your sample?			
a.	Was the full range of assessment activities made available for you to sample?			

b.	Was the method and general standard of marking and consistency satisfactory?			
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Examination Committee/Board of Examiners				
		Yes	No	N/A
a.	Were you able to attend the meetings?			
b.	Were the meetings conducted to your satisfaction?			
c.	Were you satisfied with the recommendations of the Examination Committee/Board of Examiners?			

Development and support of External Examiners

Please mark the appropriate boxes:

	<u>Yes</u>	<u>No</u>
Were you new in post this academic year?	<input type="checkbox"/>	<input type="checkbox"/>
If you were new:		
(a) Did you access External Examiner training?	<input type="checkbox"/>	<input type="checkbox"/>
If not, was there a particular reason?	<input style="width: 400px; height: 25px;" type="text"/>	
(b) Did you receive any specific induction or other support from the department?	<input type="checkbox"/>	<input type="checkbox"/>
(c) Some inexperienced new examiners are formally mentored. Were you?	<input type="checkbox"/>	<input type="checkbox"/>
(d) Did you find the mentoring you received helpful?	<input type="checkbox"/>	<input type="checkbox"/>

Any general or specific comments on the development and support offered by the College, especially improvements you would like to see:

For all External Examiners

Are there any changes in your circumstances that the College needs to know about, eg. a change of address?

Email address

Date



Response to External Examiner's Report Year:

*Please complete this proforma electronically and forward it to the HE Registrar Co-ordinator. The response must be completed within the recommended timescales of **20 working days** from receipt of the External Examiner's Report by the College. Actions which require a longer timescale to implement will be revisited through annual monitoring and review activity and completed prior to the next board where the outcomes can be discussed with the external examiner concerned.*

Name of Course(s) :

Name of Course Manager:

Name of External Examiner:

Examiner's recommendation(s) for action/ suggestion(s) for improvement:

1.
2.
3.
4.
5.

Action(s) taken/planned in response to recommendations(s)/ suggestion(s) listed above:

Action	Role Responsible	Addressed by (date)
1.		
2.		
3.		
4.		

5.		
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Action(s) taken/planned to disseminate/embed good practice identified:

Any other comments

Programme Manager:

